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A comparative analysis was made of Experimental World Literacy Program projects in 17 nations (Algeria, Brazil, Chile, Equador, Ethiopia, Guinea, India, Iran, Mali, Jamaica, Madagascar, Nigeria, Sudan, Syria, Tanzania, Tunisia, and Venezuela) after 18 months of operation. Included were functional literacy projects in 10 nations, literacy programs linked with agricultural development in three, and small scale, short-term experiments in seven. Overall strengths and weaknesses in organization, staffing, administration, and implementation were summarized, together with provisions for evaluation. Specific administrative structures and methods, teaching techniques, uses of audiovisual media, research problems, and types of projects and subprojects (cooperatives, irrigation, agricultural settlement, and other facets of agricultural and industrial development and socioeconomic reorganization) were reviewed. Main points included the following: (1) the total program is a coherent set of interdependent and coordinated efforts; (2) the illiteracy of workers--the reason for their lack of technical ability and their low output--is a basic factor in underdevelopment; (3) functional literacy work is an essential factor in lifelong education. [Not available in hardcopy due to marginal legibility of original document.] (ly)

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Dr. Charles ph.

UNESCO

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THE POSITION AS REGARDS FUNCTIONAL LITERACY PILOT PROJECTS

SUMMARY

The basic aim of the Experimental World Literacy Programme is to shed light on the nature of the interrelationship between literacy and development and study its significance. At present the programme includes ten functional literacy pilot projects (Algeria, Ecuador, Ethiopia, Guinea, Iran, Madagascar, Mali, Sudan, Tanzania, Venezuela), as well as literacy programmes associated with agricultural development projects (Chile, India, Syria), while small-scale, short-term experiments are being carried out in seven countries (Algeria, Brazil, India, Jamaica, Nigeria, Tunisia, Venezuela).

Each project or sub-project represents an operational unit which corresponds to a development programme or to a sphere of economic activity in which literacy teaching may be related to practical problems, with the aim of overcoming certain obstacles to development.

The present document describes and compares the position reached in these experimental projects eighteen months after operations were begun. A general appraisal of the first results obtained shows that the situation is satisfactory in some respects, but not in all (para. 7). A short summary of the structure and organization of the pilot projects (para. 10-13) is followed by a description of the efforts that have been made to evolve and try out new methods of functional literacy work (para. 14-20). The use of audio-visual methods in the functional literacy programmes is also described (para. 21-23), and attention is drawn to the importance and significance of the evaluation of the Experimental Programme, which makes it possible to assess scientifically the changes brought about by literacy, and which should facilitate the comparison and co-ordination of the results obtained (para. 24-26). Research programmes already in progress or planned are designed to shed light on certain educational, sociological, economic or technical aspects of the implementation of pilot projects (para. 27-29).

The Experimental Programme then, is seen to be a complex enterprise based on international co-operation, and requiring for its implementation the concerted action of numerous national and international organizations and institutions (para. 30-34).

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I. INTRODUCTION

1. The General Conference, by its resolution 1.442, adopted at its fourteenth session, invited the Director-General to assist intensive pilot projects undertaken within the framework of the World Experimental Literacy Programme, "by making maximum use of these projects in testing new approaches, methods and materials, and by undertaking an evaluation of these projects on a comparative basis". This decision was the outcome of a period of protracted research, reflection and comparison of facts, the landmarks in which were the resolutions adopted by the United Nations General Assembly in 1961(1), 1963(2) and 1965(3), the resolution adopted by the General Conference of Unesco in 1964(4) and the recommendations concerning the eradication of illiteracy made by the World Congress of Ministers of Education at its meeting held in Teheran in 1965(5). The decision revealed a new awareness of the rôle of literacy work in the technical advancement of workers and farmers and, on a broader scale, of the importance for development of using human resources to the full. It also bore witness to the determination that international co-operation in the struggle against illiteracy must take the form of practical action.

2. The Experimental Programme is based on the hypothesis that there is a fundamental parallel, or even a cause-and-effect relationship, between poverty and a low level of education. Its main object is to clarify the nature of the relationship between literacy and development, assess its importance and study its significance.

3. The projects included in this programme were chosen as a result of advisory missions organized by Unesco at the request of interested Member States. By 31 July 1968, fifty-two Member States had expressed their intention to participate in the Experimental Programme: Afghanistan, Algeria, Bolivia, Brazil, Cameroon, the Republic of the Congo, the Democratic Republic of the Congo, Costa Rica, the Dominican Republic, El Salvador, Ecuador, Ethiopia, Gabon, Ghana, Guatemala, Guinea, Haiti, Honduras, India, Iran, Iraq, Kenya, Laos, Liberia, Libya, the Malagasy Republic, Malawi, Malaysia, Mali, Mauritania, Mauritius, Nepal, Niger, Nigeria, Pakistan, Panama, Paraguay, Peru, Philippines, Senegal, Sierra Leone, Somalia, Sudan, Syria, Tanzania, Togo, Tunisia, Turkey, United Arab Republic, Venezuela, Viet-Nam, Zambia. (The 34 countries whose names are underlined are those to which Unesco has already sent a mission for the planning of literacy programmes).

4. Although they are identical in conception and evaluation, the different experimental projects in progress may be classed in four distinct categories:

(a) Nationally financed projects: Venezuela (May 1968);(6)

(b) Projects receiving aid from UNDP: Algeria (3 January 1967), Ecuador (13 April 1967), Ethiopia (31 July 1968), Guinea (not signed), Iran (24 January 1967), Madagascar (preliminary operations), Mali (11 February 1967), Sudan (not signed), Tanzania (8 September 1967);

(c) Experiments in which literacy is an element in the implementation of development projects, the main responsibility for which lies with another Specialized Agency: Chile, India, Syria, (agricultural development projects carried out with the assistance of FAO);

(d) Small, short-term projects (micro experiments), designed to study a specific problem (literacy teaching methods, experiments with teaching aids, the use of audio-visual media, etc.); Algeria, Brazil, India, Jamaica, Nigeria, Tunisia and Venezuela.

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(1) Resolution 1677 (XVI)
(2) Resolution 1937 (XVIII)
(3) Resolution 2043 (XX)
(4) Resolution 1.271
(5) The final report of the Congress is contained in document UNESCO/ED/217.
(6) The date indicated beside each country is that on which the Plan of Operation was signed.

5. The following table gives the principal figures:

Table 1: Figures for Experimental Programme

Project	Total Cost of project (in $)	International Contribution (in $)	Number of adults to be made literate
Algeria	4,160,676	1,075,200	100,000
Ecuador	2,896,250	1,050,300	32,900
Ethiopia	3,577,950	1,369,850	100,000
Guinea	2,447,400	1,127,900	78,500
Iran	2,890,346	1,212,900	100,000
Mali	4,247,112	1,067,100	110,000
Sudan	1,198,925	471,000	80,000
Tanzania	6,411,231	1,065,800	250,000
Venezuela	11,000,000	-	250,000
Total	38,829,890	8,441,050	1,037,400

6. Half way through the Programme's second year of execution it was decided that a comparative statement of progress in the various projects should be prepared, and that a provisional assessment of the first results obtained, the methods used to secure them and the difficulties encountered in the initial phase of their application should be attempted. This is the object of the present document.

II. OVERALL APPRAISAL

7. Although it is difficult at this juncture to make an overall appraisal of the first results obtained in the execution of the Experimental Programme, and although the circumstances in which the different projects are organized and the means used are far from being identical or even comparable, a number of good points and weaknesses may be singled out:

Good points

(a) The establishment of new structures (administrative, technical or educational), the opening of experimental classes, the preparation of teaching aids adapted to the requirements of functional literacy;

(b) The interdisciplinary approach based on constant co-operation between teachers, administrators and planners, social science specialists, information technicians and those responsible for vocational training;

(c) The introduction of new educational methods and in particular the integration and synochronization of instruction in reading, writing and arithmetic with vocational training and elementary science and technology;

(d) The care taken to make a systematic evaluation of the results obtained and of the methods used in order to reach the given objectives;

(e) Increased co-operation between Unesco and the different Specialized Agencies or intergovernmental organizations (in particular, FAO, WFP, ILO, WHO and UNIDO);

(f) The improvements already brought about in the execution of national literacy campaigns and programmes through the influence or imitation of experimental projects.

Weaknesses

(a) The frequent changes in the economic or social situation of the countries concerned (affecting for example investment priorities, the aims of agrarian reform, employment policies, etc.), which of necessity have repercussions on the pilot projects, sometimes leading to considerable modification of their objectives and the circumstances in which they are executed (which confirms, moreover, that literacy is indeed an important factor in development);

(b) The relatively long time needed for the planning and organization of functional literacy operations, which may be considered as the price to be paid for adaptation;

(c) Insufficient and often over-formalized co-operation between the ministries, services and bodies participating in the execution of the projects;

(d) Inhibiting restrictions due to the over-rigid organization of certain national educational services;

(e) The difficulties encountered by some countries in finding enough properly qualified national staff.

III. LITERACY AND DEVELOPMENT

8. The Experimental Programme is based on the principle that every literacy operation should be integrated into development projects. Every pilot project includes two or three sub-projects, each of which forms an operational unit corresponding to a development programme or to a sphere of economic activity in which literacy teaching may be taught in relation to practical problems, with the aim of overcoming certain specific obstacles to development.

9. The diversity of the hypotheses, situations and problems with which the Experimental Programme is now concerned can be seen from Table 2 below, which shows, in a necessarily succinct form, how literacy work is related to a particular set of socio-economic objectives in each project now in progress. The increasing number of functional literacy projects ought gradually to produce "greater diversity in the nature of projects and in the way in which they are carried out, so that a varied range of experience may be available at the conclusion of the Experimental Programme",(1) and the nature of the interrelationship between literacy and development in different social and cultural systems and at different levels of economic growth may be studied in greater depth.

Table 2: Literacy and development

Aims of development	Projects	Sub-projects
1. Reorganization of socio-economic structures		
Agrarian reform	Chile	
	Ecuador	Milagro; Pesillo
Promotion of active participation in community life, in towns and country areas	Madagascar	Faragangana
	Guinea	
Improvement of self-management	Algeria	Alger-Sahel
		Oran-Arzew
Development of co-operatives	Tanzania	Milagro
	Ecuador	
Development of local craft co-operatives	Iran	Isfahan
Agricultural settlement	Ecuador	Milagro
	Ethiopia	Wollama
Settling of nomadic populations	Sudan	Khashm-al-Girba
Improvement of work qualifications and integration of workers into enterprises	Mali	Bamako
	Brazil	Valley of the Rio Doce
	Sudan	Khartoum

(1) See UNESCO ED/229 (Recommendation 5); 15 C/5 (paragraph 418)

	Projects	Sub-projects
2. Modernization of the primary sector		
Irrigation projects	Iran	Dezful
	Mali	Ségou
	Algeria	Bon Namoussa
	Syria	Valley of the Ghab
	Sudan	Khashm-al-Girba
Development of export products	Tanzania	
	Ethiopia	Marma, Gourma, Wollama
	Mali	Ségou
	Nigeria	Ibadan
Increase in food production	India	
Transformation of subsistence economy into market economy	Ecuador	Pesillo
Integrated regional development	Ethiopia	Chillalo
Modernization and mechanization of agricultural techniques	Venezuela and all projects in rural areas	
Agricultural extension work and training of farmers	Ethiopia	
	India	
	Mali	Ségou
3. Development of the secondary sector		
Setting up of small industries for the processing of farm products	Iran	Isfahan
Modernization of craft techniques	Iran	Isfahan
	Ecuador	Cuenca
Modernization of traditional industries	Iran	Isfahan
Setting up of new industries based on advanced technology	Iran	Reeze
	Algeria	Arzew; Annaba

IV. ORGANIZATIONAL STRUCTURES AND METHODS

10. The table below indicates the national administrative bodies responsible for carrying out the principal projects in progress:

Table 3: Administrative structures

Algeria	Ministry of Education: National Literacy Centre
Brazil	The Rio Doce Valley Development Company
Ecuador	Ministry of Education, Department of Adult Education
Guinea	Ministry of Social Affairs: National Commission for Literacy Work
Iran	Ministry of Education
Mali	Ministry of Education: Department of Basic Education
India	Ministry of Agriculture, Ministry of Education, Ministry of Information and Broadcasting
Madagascar	Central Office for the promotion of active participation in community life, in towns and country areas

Tanzania	Ministry of Local Government and Rural Development
Syria	Ministry of Cultural Affairs
Sudan	Ministry of Education - National Consultative Committee on Adult Education
Ethiopia	Ministry of Education - National Consultative Council on Adult Education
Venezuela	Ministry of Education: Department of Adult Education

It will be seen that in seven cases out of thirteen it is a body coming under the Ministry of Education (generally the service responsible for adult education) that directs and supervises the pilot projects. This body usually enjoys a certain amount of administrative and financial autonomy, but this is often theoretical rather than practical, and in the majority of cases appears to be unable to meet the demands of projects the administration of which creates problems very different from those of the institutions normally controlled by Ministries of Education. The structure of the executive bodies usually includes a section for the production of teaching equipment, a vocational training section, an audio-visual aids section and an evaluation unit. Decentralized offices for each sub-project are usually provided.

11. In five countries[1], the body responsible for running the national campaign also controls the pilot project. Responsibilities are not always clearly delimited, even where there are certain services in charge of the campaign and others to direct the pilot project. In this sort of situation it is possible to make full use of the experience acquired during the preparation and organization of national literacy programmes and to take advantage of the extensive administrative and technical infrastructure already in existence. Sometimes, however, a situation of this kind may impair the experimental nature of the project, as those responsible may be tempted to seek a compromise between old and new methods, thereby achieving only superficial efficiency. In some cases, the national campaign seems to have too great an influence on the pilot project; in others, on the contrary, those conducting the campaign are tempted to be over-hasty in adopting for general use organizational or teaching methods employed in the pilot project before these have been sufficiently tested.

12. Experimental projects are complex operations which require the assistance of specialists in various fields and the co-operation of numerous Ministries, enterprises and institutions. The plan of operation for each project therefore provides for the setting-up of one or sometimes two interministerial advisory committees, the meetings of which are attended by the resident representatives of UNDP and the principal technical advisers, although they are not entitled to vote. The meetings are presided over, either by the national director of the project, or by a person not directly connected with it, depending on the circumstances. It appears, however, that the meetings of these committees have so far been too infrequent and the discussions too formal. Moreover, in certain projects there has been some difficulty in making contact with the social and occupational groups concerned, either because the group doubts the usefulness of literacy work and the advancement of workers, or because the national body responsible for executing the project is using unsuitable methods. In fact, however great the progress made and however efficient the methods used, if co-operation is regarded as primarily an attitude of mind it must be admitted that in most countries much remains to be done before national resources and energy are really mobilized in the cause of literacy.

13. During the first year, the only classes organized were purely experimental ones, the object being to test out, on small groups of adults, the validity of teaching methods and the efficiency of the techniques used in training instructors, and to enable new teaching equipment to be perfected and adapted to suit a variety of situations. These experimental classes were attended by about 9,000 illiterate people under various projects, as follows:

Table 4

Country	Number of adults
Algeria	2,230
Ecuador	3,604
Iran	2,611
Mali	400

(1) Algeria, Ecuador, Guinea, Iran, Mali

These figures can be expected to increase considerably in the next few months, as new classes are organized. In most cases, functional literacy classes or workshops are organized at the people's place of work. Sometimes however, they are held in schools, because the place of work is in a remote area or the premises are unsuitable, and, in certain cases, because some teachers are reluctant to work away from the school. The classes are mostly held after working hours. In some projects, time spent in literacy work is regarded as working time, and the worker is paid in full. Sometimes, a company agrees to pay half of the time spent on literacy work. It is too early yet to assess the rate of wastage; in general, the rate of absenteeism appears to be much lower in functional literacy classes than in traditional classes.

V. METHODOLOGY OF FUNCTIONAL LITERACY TEACHING

14. The development and perfection of new methods in functional literacy is the vulnerable point in the Experimental Programme. However, because of the varied nature of the experiments in progress, which is the consequence and manifestation of the adaptation of literacy work to the different conditions found in different situations, it is difficult to make a comparative study of the work already done in this field. Moreover, the International Advisory Committee for Out-of-School Education has recommended that a guide to teaching methods in functional literacy be prepared, which would give an account of the different experiments being carried out at present.

15. It was thought preferable to group together a number of problems, trends and principles which form the nucleus or the basis for the elaboration of functional literacy methods, rather than to describe the work done in this field in the different projects. Firstly, these methods are based on the principles of active teaching and consequently on the participation of the adults. The basis of this form of teaching, therefore, is exchange, intercommunication and the ability of the illiterate person to examine his problems for himself and acquire the knowledge which will help him to solve them; it is not merely a matter of imparting information. (The most interesting experiments in this aspect of the work have been carried out during the projects undertaken in Iran and Chile.)

16. Secondly, in all the projects, the programmes are designed so that the training provided is "made to order", adapted to specific social and occupational situations. (In Mali for example, where the programme is specially phased, to suit each company or group of companies or a particular agricultural zone.)

17. Thirdly, attention must be drawn to the comprehensive nature of the training methods being tested. In almost all cases, the teaching process is designed to combine literacy teaching with the raising of working standards and the general development of the personality. The subject-matter is mostly determined by specialists in vocational training. (In Algeria for example, where the work is based on the unit of study method, the various parts of the course - drawing, arithmetic, language, reading, writing, social and economic instruction and technical training - have been grouped around a central socio-vocational nucleus.)

18. The importance of relating literacy on the one hand with vocational training and agricultural extension work on the other must be stressed; the problems involved in doing so were examined in detail at a seminar organized in April 1968 in collaboration with the International Centre for Advanced Technical and Vocational Training in Turin, with the participation of about twenty experts in vocational training or agricultural extension work working in the pilot projects and officials from the Specialized Agencies concerned (Unesco, ILO, FAO).

19. The preparation of new teaching aids reflects the readiness to try out new methods which characterizes the Experimental Programme. A wide range of teaching material has already been perfected for use in pilot projects, whereas in national campaigns, as a rule, a single literacy textbook is used. (In Mali, for instance, a variety of teaching material - cards, reading sheets, coloured pictures, small models, slides, illustrations and posters - has been prepared, as well as instructions for the group-leaders as to how to use the material.)

20. The personnel participating in functional literacy work in any capacity - whether as instructors, monitors, group leaders or literacy teachers - are usually people with a knowledge of a trade, and are recruited, often on a voluntary basis, from among foremen in industry, agricultural supervisors or educated workers. Nevertheless, teachers (primary school teachers and adult education instructors) also play an important part in these projects.

VI. USE OF AUDIO-VISUAL MEDIA

21. Audio-visual media are an important factor in change and development. For this reason, they have a part to play in the execution of a programme that is itself progressive in outlook. They have different characteristics, some of which seem particularly well adapted to the needs of the underdeveloped countries. Some give large-scale diffusion of information; others offer long-distance diffusion; some can be used by staff with little specialized knowledge; others are inexpensive. They cannot all, however, be used at the same time; a choice must be made. (In Algeria, activities for the study, preparation and production of audio-visual media have been directed primarily towards the cinema and secondarily towards photography; in Mali, too, the cinema plays an important part in literacy work, while in Iran it is chiefly the radio that is used, broadcasts for illiterate people being co-ordinated with those concerning agricultural and social development in the Dezful region.)

22. It is still too early to draw any conclusion from the experiments carried out or planned in the different projects. Much remains uncertain about the use of audio-visual media; the essential point is to integrate them into a coherent educational system and not simply to use them side by side with traditional teaching aids.

23. At its first meeting (Paris, March 1968) the International Advisory Committee for Out-of-School Education recommended the following measures: making a study of the problems involved in integrating the use of audio-visual media in functional literacy programmes; defining the conditions for utilizing these media from the stage at which teaching methods and materials are planned and elaborated; and preparing a critical inventory of literacy experiments in which audio-visual media are used, taking into account the technical opportunities offered by micro experiments in certain teaching methods, with a view to assessing their educational worth.

VII. EVALUATION

24. The experimental nature of the pilot projects makes evaluation both important and necessary. In some ways, evaluation is the justification of the Programme. It enables the changes brought about by literacy work to be scientifically assessed, and is the only way of making the projects comparable and facilitating the collation and co-ordination of the results, so that, at the end of the experimental stage, certain general conclusions of international interest may be reached.

25. In all the projects begun in 1966 and 1967 (Algeria, Ecuador, Iran, Mali, Tanzania), the "basic studies" have been completed or are nearing completion. The recommendations formulated by a group of experts who met in Paris in January 1966 have been taken into account in preparing these studies, and are incorporated in a provisional guide for the evaluation of experimental literacy projects.(1) Apart from the sectors in which pilot projects have been undertaken, arrangements had to be made for control zones or control groups of people selected at random, in similar social and economic circumstances to the groups covered by the pilot project, but not exposed to the effects of the experimental variable factor of literacy teaching. Some governments were reluctant to allow certain trades or development zones to be excluded from the project.

26. Moreover, the evaluation units have prepared a number of special studies (on subjects such as the social and economic conditions prevalent in the self-governing regions of Algeria, the motivations of illiterate workers in rural areas, the standard of living of illiterate people in Ecuador, problems concerning basic structures and production organization and the effects of these upon literacy work). The object of these studies is to facilitate the preparation of syllabuses, the analysis of situations and the integration of the project with the everyday life of the social and occupational groups involved.

VIII. PROBLEMS OF RESEARCH

27. The execution of functional literacy programmes adapted to a variety of situations gives rise to many educational, economic, sociological and technical problems. For this reason, the International Consultative Liaison Committee for Literacy has recommended that "research should

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(1) A definitive version of this guide is being prepared with the co-operation of the UNDP and the Specialized Agencies concerned.

be conducted concurrently with the programme". Efforts have been made in this direction, and research in four different spheres has been undertaken or is planned, as follows:

(a) Research on the economic effects of literacy work

The studies in progress refer to the following subjects:

(i) The influence of functional literacy work on the output of workers in the phosphate mines (Morocco);

(ii) The effects of functional literacy work on the productivity and psychological integration of workers in two industries (petroleum, flour-milling) in Algeria;

(iii) The influence of traditional literacy teaching on the productivity of workers in India (in collaboration with the University of Bombay).

(b) Research on the retention of literacy teaching

Two research projects are in progress in this field, one in Tunisia, carried out in collaboration with a research group from the University of Harvard and dealing with a small number of workers who have attended literacy classes for adults; the other, carried out in collaboration with the University of Kuala Lumpur, concerns three ethnic groups (Malayans, Chinese, Indians), working in industrial firms in Malaysia.

(c) Research on the use of information media

Three studies are in progress in this field:

(i) The first, in Jamaica, aims at comparing the effectiveness of literacy programmes broadcast by radio with that of televised programmes;

(ii) A second study, undertaken in Uganda, aims at studying the rôle of provincial newspapers in the follow-up period;

(iii) CREFAL is carrying out another experiment aimed at studying the efficiency of radiovision (the use of radio combined with the projection of slides) in literacy work.

(d) Research into teaching methods

Certain studies or micro experiments being carried out should make it possible to test various literacy teaching methods or teaching aids (in Brazil, Tunisia and Venezuela).

28. A working party of five experts met in Paris from 8-12 July 1968, in order to study the orientation to be given to research programmes in functional literacy work. Priorities were established, and the principal suggestions and recommendations formulated by the working party will be passed on to the national research institutions and other bodies concerned.

Linguistic problems

29. The importance of the contribution made by linguists to the Experimental Programme must also be stressed. Many literacy programmes are in fact carried out in several languages: Algeria (two languages); Mali (two languages); Guinea (four languages), while in other countries only one language is used (Ecuador, Tanzania, Venezuela). Linguistic problems are particularly difficult to solve in countries where the cultural tradition is entirely or principally oral. In collaboration with the Department of Culture, a work programme has been drawn up for this field, with the object of encouraging the compilation of simple grammars, especially in certain African languages, and the preparation of glossaries and dictionaries. The International Advisory Committee for Out-of-School Education has recognized the importance of the linguistic problems involved in the implementation of literacy programmes and of scientific and technical acculturation in languages other than the mother tongue; at its first session, the Committee made a number of recommendations with a view to solving these problems.

IX. THE EXPERIMENTAL PROGRAMME - AN EXAMPLE OF CO-OPERATION

30. It will be seen that the Experimental Programme is a complex undertaking involving international co-operation, the execution of which requires the concerted action of numerous organizations and national and international institutions. Within Unesco, the following bodies are consulted on the execution of the Experimental Programme:

(a) The International Advisory Committee for Out-of-School Education. This Committee has a Sub-Committee on Literacy which draws up recommendations on the conditions of organization and the methods used to develop the Experimental Programme;

(b) The International Consultative Liaison Committee for Literacy, which advised the Director-General on the co-ordination of measures taken by the Member States and the non-governmental organizations to mobilize public opinion and arouse public interest with a view to strengthening world solidarity in favour of literacy;

(c) The Permanent Panel of Evaluation Experts, which studies problems concerning the comparative evaluation of experimental projects.

31. Non-governmental organizations also take a very active part in this great international co-operation movement. A working party was set up in 1966 at the Conference of Non-Governmental Organizations in consultative relations with Unesco. It was mainly due to the efforts of this working party that two seminars were organizaed for the leaders of non-governmental organizations concerned with literacy work - one for English-speaking East African countries, at Mwanza, in December 1966, and the other for Latin America, at Bogota, in April 1968.

32. Similarly, the Specialized Agencies concerned are very closely associated with the preparation of the Experimental Programme. Inter-agency meetings are held annually in order to examine problems of common interest concerning the conception, planning and evaluation of pilot projects. Agreements have been concluded with ILO and FAO, under which experts in industrial training and in agricultural extension who are working in functional literacy projects will in future be responsible to both these Organizations. Conversely, in accordance with resolution 1128 (XLI) adopted by the Economic and Social Council, the United Nations, the Specialized Agencies and regional economic commissions have been asked to include in the projects within their competence (rural development, industrial development, training of manpower) literacy programmes for which Unesco would be responsible. The World Food Program also assists in the organization of many national literacy campaigns and a number of pilot projects.

33. To facilitate the execution of the projects, seminars and refresher courses are organized regularly for international experts and national specialists in functional literacy; in particular, meetings of this kind were held in Oristano (Italy) in December 1966, at the invitation of the Italian Government, in Paris in May-June 1967, with the participation of the French Government, and in Turin, in April 1968, in collaboration with the International Centre for Advanced Technical and Vocational Training.

34. Lastly, the Secretariat is assisted by a number of regional and sub-regional institutions and centres which can be expected to take more responsibility in the future, as the expansion of the Programme brings progressive decentralization. Examples are:

(i) the two Regional Centres for Education and Community Development (CREFAL and ASFEC), which, in accordance with the decision of the Executive Board at its 77th session, are being converted into regional centres of functional literacy in rural areas;

(ii) the African Institute of Adult Education in Ibadan, the East African Literacy Centre in Nairobi, the Venezuelan Institute of Adult Education, and the International Literacy Methods Centre, set up in Teheran by agreement with the Iranian Government, which is due to begin work in the near future.

X. CONCLUSION

35. Three main points emerge from the above observations:

(a) The Experimental Programme must not be considered as a complex of independent and unrelated projects. Tather, it is a coherent set of interdependent and co-ordinated efforts, experiments that interlock one with the other, the results of which should be co-ordinated progressively, as they become available, and not merely be recorded one after the other.

(b) The illiteracy of workers, which is the cause and explanation of their lack of technical ability and their low output, appears more and more clearly to be a basic factor in underdevelopment. Seen from this angle, functional literacy work is a real instrument of development, for its object is to educate and train works, improve their standard of knowledge, and prepare them for a new way of life that is complex and rapidly changing.

(c) Finally, functional literacy work is a means of broadening the personality and transforming the relationship between man and his surroundings; it attains its full value only when integrated into a continuous process aimed at raising the level of culture and technology; functional literacy work, therefore, is an essential factor in life-long education.

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